

Big6™ Lesson Planning Sheet

Grade Level/Subject: 2 nd Grade—Language Arts, Core Curriculum, Big6	Title: Comprehension and Family Relationships
Core Curriculum: <u>Language Arts</u> Standard 7: (Comprehension) Students understand, interpret, and analyze narrative and informational grade level text Objective 3: Recognize and use features of narrative and informational text d. Identify different structures in texts (e.g. compare/contrast, cause/effect) <u>Health Core Curriculum</u> Standard 2: Students will develop a sense of self in relation to families and community Objective 1: Describe behaviors that influence relationships with family and friends <u>Library Media:</u> Big6 Use of Information	
Level of Instruction:	Big6™ Information Problem Solving:
Introduced	Task Definition: (1.1 Define the problem or task. 1.2 Identify type of information needed.) Students will identify situations that help family relationships and those that don't. Students will be given the task of contrasting Fanny's feelings at the beginning of the book with her feelings at the end of the book.
Reinforced	Information Seeking Strategies: (2.1 Determine all info sources. 2.2 Select the best sources.) NA
Expanded	Location and Access: (3.1 Locate sources. 3.2 Find info within sources.) NA
Teaching Method: Face-to-face in the library	Use of Information: (4.1 Engage info (read, view). 4.2 Extract useful info.) I will display a collage of families. I will draw strips of papers from a basket and read scenarios about various family situations. I will have the students decide whether the situations enhance family relationships or not. I will read the story <i>Fanny's Dream</i> (by Caralyn Buehner pictures by Mark Buhner) aloud to the students. Students will listen for differences in Fanny's feelings from the beginning of the book vs. the end.
Who's Teaching What: Librarian, after collaborating with the teacher about relationships and comparing and contrasting.	Synthesis: (5.1 Organize info. 5.2 Present info.) Students will participate by moving to the appropriate sign when determining which family situations are enhancing family relationships or not. Students will complete a worksheet.
	Evaluation: (6.1 Judge the product (effectiveness). 6.2 Judge the process (efficiency). Students will fill out an evaluation assessment form.

Overview: Students will identify characteristics of a caring family relationship by participating in an agree/disagree scenarios activity and by paying attention to how Fanny and Heber treat each other. Students will learn to contrast, by looking at Fanny's change of feelings.

Purpose: To teach students that they can contrast differences. To teach students characteristics of caring family relationships.

Resources / Materials: Family photos collage, Agree and Disagree signs, Situation word strips, basket, The book *Fanny's Dream*, and Compare/Contrast worksheet

Activities and Procedures:

I will display a collage with pictures of different types of families.





I will draw situation strips out of a basket. Students will move to the appropriate side of the room near "agree" or "disagree" sign to indicate whether they agree with the situation building good family relationships or disagree.

Students will listen as I read the story. We will discuss the story as the students complete the worksheet. I will read the questions aloud to them.

Extension: Interview a family member, asking "What makes our family great?"

Evaluation: Students will fill out individual self-assessment guides.

Student Self-assessment

You've Got It!	Almost There!	Getting Close!	Take Another Look
			
I was able to listen and follow instructions to choose a side without any help.	I was able to listen and follow instructions to choose a side with some help from the teacher.	I was able to listen and follow instructions to choose a side with lots of help from the teacher.	I was not able to listen and follow instructions.
I was able to listen and follow instructions to complete the worksheet without any help.	I was able to listen and follow instructions to complete the worksheet with some help from the teacher.	I was able to listen and follow instructions to complete the worksheet with lots of help from the teacher.	I was not able to listen and follow instructions.